



IB matters

A World for Learning

February 2006

Douglas County High School
2842 Front Street
Castle Rock, Colorado 80104

Volume 9 Issue 3

Inaugural Parent Group Meeting Held in January

The first DCHS IB Parents' Organization (IBPO) meeting was held on January 12, 2006, and was attended by over 100 IB families. Co-President Cheryl Monroe began the meeting by describing the goals of the newly-formed DCHS IBPO:

- to enhance communication between parents, students and administrators of IB;
- support students and staff ; and
- provide a fund for IB functions, such as speakers, and support activities for students and staff.

Cheryl explained that most IB programs have a parents' organization to provide monetary and volunteer support to the program. To date DCHS volunteer parents have decorated the IB display cases, organized this fall's Junior IB induction ceremony, published an IB student directory, and helped with English orals.

The other IBPO officers were introduced: Suzanne Knutzen (Co-President), Kit Bazley (Secretary, IB Volunteer Coordinator), Jeanne Hudec (Treasurer), Anne Griffin (CAS Representative).

Cheryl also announced the newly created parent group website (www.HuskieIBPO.com) which was created as a method to communicate effectively with parents, students and staff. The site contains current information, such as registration details and upcoming events; newsletters, and an IB Curriculum Guide, that consists of an outline of IB courses and their descriptions.

On the IB website, both parents and students can enter their email addresses to allow the IB department and parent group to notify them of current IB information and events. Hopefully the website will provide the fastest, most efficient method of communication for all IB participants.

By the end of January there will also be an IB Guidebook on the site, which should answer just about any question a potential or

How You Can Help . . .

- ⇒ Donate money to support our efforts (in lieu of fundraising!). Payable to *HuskieIBPO*, send to *Deborah Wick, DCHS south office*
- ⇒ Volunteer your time to help with our activities (*see p. 3*)

Did You Know . . . the Huskie IBPO website:*

- contains links to informative IB sites, samples of students' work, calendar, and newsletters.
- allows you to submit your email address to receive timely IB info and notices. Eventually to replace IB directory.
- has an IB Guidebook that describes the IB program, diploma guidelines, AP vs. IB, student workload info, and CAS and Extended Essay explanations and guidelines.
- has an IB Curriculum Guide that shows the flow of courses for grades 9-12, along with assessment and IB exam descriptions, and has a worksheet for schedule planning.

* *The website is being revamped, and hopefully completed by the time you read this (or soon after)!*

current IB student or parent might have. See box above for details.

Funding for the IBPO was also addressed. Suggested donations of \$25 (in lieu of fundraising) would help manage the website, support IB-related activities, fund student appreciation events and projects, outside speakers and staff remuneration for involvement above their standard workload. Jeanne Hudec will have an accounting on the website of funds received and spent.

IB Coordinator Steve Fleet briefly discussed the District's IB plans, saying that it is a long process to establish a second IB high school site, and that would not occur until the DCHS site is over capacity. But there are plans for an IB "middle years" program at the future middle school in the Founders area, and possible expansion at the elementary level.

Assistant IB Coordinator Gretchen Simons explained changes in the "CAS" (Creativity/Action/Service) requirements, effective for 2008 graduates of IB:

- Creativity: 40-50 hours
- Action: sports and other activities – 40-50 hours
- Service: service projects, (recycling, tutoring, etc.) - 60 hours

These CAS changes expand the hours required to be spent in service, and reflect the IBO's greater emphasis on this category, with emphasis on service "projects." She encouraged students to consult with her before performing CAS hours, to ensure they qualify. She explained that the CAS Logbook requires students to

(continued on page 3)

in this issue

<i>Parent Group Meeting Recap—Jan 12</i>	1
<i>Coordinator's Corner</i>	2
<i>Student Mural Project</i>	3
<i>IB Bulletin Board</i>	3
<i>Graduate Article: Years at University of Virginia</i>	4
<i>Extracurricular Activities and IB</i>	5
<i>IB Art Gallery</i>	5
<i>Quilliam: Don't Children Die of Aids Anymore?</i>	6
<i>LaBorde: Kudos to Kids</i>	7
<i>Calendar</i>	8



Coordinator's Corner

by Gretchen Simons,
Assistant IB Coordinator

The recent Freshman Orientation at DCHS gave incoming ninth graders and their parents a chance to ask questions about next year. It also gave a number of us who help with IB an opportunity to meet some of the IB class of 2010. Their enthusiasm is apparent. So too is the excitement among the IB class of 2006, as they learn of college admissions and scholarships.

All of these students have made a commitment to a demanding course of study. But in addition to academics, IB offers students other opportunities to grow.

CAS—or Creativity, Action, Service—asks students to share their talents beyond the classroom. Each IB student must complete and document 150 hours of CAS, beginning the summer after the tenth grade year. Starting with the class of 2008, students must complete 40-50 hours of Creativity, 40-50 hours of Action, and 60 hours of Service.

Details about what will and will not count to fulfill these requirements can be found on the new IB Parent Organization website (www.HuskieIBPO.com) and will be explained to tenth graders before the end of the school year.

These revised requirements, with their increased focus on Service, reflect the idea that none of us lives in isolation. CAS encourages students to develop compassion and awareness that people across the globe and right next door might need a hand.

Service doesn't have to mean volunteering for a charitable organization; it might mean visiting with residents at a nursing home or tutoring a student here at DCHS. George Walker, director general emeritus of the IBO, has said, "However large the problem, individual people can make a contribution that makes a difference. The sum of those

contributions can be overwhelming."

Here at DCHS, a group of IB juniors has begun Katrina Connection, a group committed to helping individuals and programs at Long Beach High School in southern Mississippi. One senior volunteered at a local elementary school library. Another worked with members of her church to repair the home of an elderly woman. Through National Honor Society, students coordinated the DCHS 9News Health Fair and volunteered with the Douglas County Task Force.

As part of the CAS requirements, each student writes reflections about his or her experiences. These reflections, which are kept in a booklet given to students prior to their eleventh grade year, ask students to evaluate how successful they were in achieving their CAS goals, what they learned about themselves and others, and how they might apply what they have learned to other situations.

This month, we will offer CAS reflection-writing workshops during Advisement, one for seniors on Feb. 22, and one for juniors on Feb. 24. IB students who would like some help with this aspect of the requirement are encouraged to attend. All completed senior booklets must be submitted on or before March 1. Juniors will submit their booklets for checking on April 3.

Please do not hesitate to contact us with questions about CAS—or any other aspect of the IB experience at DCHS.

We share with the seniors their excitement as they complete the Diploma Programme and look forward to working with the class of 2010. We suggest to them that it is not too early to begin thinking about CAS and how they would like to get involved—in their school, in their community, and in their world.

Ib matters

Published four times during the school year.

Contact anyone below for suggestions, comments, and submissions.

Newsletter Editors

Renee Kurreck (303) 840-5137 bgump@comcast.net
Cheryl Monroe (303) 814-0661 monroecw@msn.com

IB Coordinators

Steven Fleet (303) 387-1131 Steven.Fleet@dcsdk12.org
Gretchen Simons (303) 387-1000 Gretchen.Simons@dcsdk12.org

IB Secretary

Deborah Wick (303) 387-1109 Deborah.Wick@dcsdk12.org

Huskie IBPO Officers

Co-Presidents Suzanne Knutzen
Cheryl Monroe
Secretary/Volunteer Coordinator Kit Bazley
Treasurer Jeanne Hudec
CAS Representative Anne Griffin

IBO Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IBPO Meeting

document not only the hours, but also a self-evaluation of how the activity helped them grow. She recommended the International IB website (www.IBO.org) for a good overview of CAS.

IB teacher Matt Wigdahl described workshops for juniors this year to help them with their Extended Essays. He plans for students to meet during advisement, and perhaps after school, to provide guidelines and structure to the process. He also hopes to collect this year's essays to give sources of inspiration and research for juniors and prevent procrastination.

A group of IB Juniors made a presentation about a program they are working on called "Katrina Connection," whose goal is to raise funds to help schools in the Gulf Coast region recover from damages from Hurricane Katrina. More information can be obtained from www.katrinaconnection.org, or by contacting Ms. Simons.

Cheryl invited questions from the audience, most of which involved which activities count for CAS hours. Also Mr. Fleet explained, for new IB parents and

students, that the standardized IB program consists of the following: 11-12 classes and related standardized exams, Theory of Knowledge (TOK) class, Extended Essay, and CAS. Detailed descriptions of these components can be found in the *IB Guidebook*, on the HuskieIBPO website.

The highlight of the meeting was a panel discussion with 8 recent IB graduates who shared their memories and insights of the IB program. All agreed it was immensely helpful to them in their college careers, especially in the areas of writing papers and hard work. "If you can make it through IB, you can make it through anything," seemed to be the predominant message. Also, the students shared these words of wisdom about IB:

- Have faith in yourself!
- Emphasize learning over grades.
- Enjoy the camaraderie.
- Don't be scared off even if you don't think you're good at every subject.
- "Suck it up, buttercup" because the payoff is worth it in the long run.
- DCHS IB has great teachers!

—Kit Bazley, IBPO Secretary

IB Student Mural Project

The DCHS IB Council is currently organizing a grand mural project in the middle hallway of the South Building. The mural, spanning well over 100 feet, will be painted in thirteen sections by students from kindergarten through twelfth grade in DCHS feeder schools.

The student(s) were selected to paint each section via a contest. They will depict their conception of imagination and will be supervised and aided by IB students. IB Council feels that this effort will do much more than beautify the school, but initiate a movement in which the walls of the buildings begin to reflect the exchanges and thoughts present in all classrooms.

We have held a fundraiser and are applying for a grant to fund our supplies, but can really use additional help!

—Lauren Greyson '06

Note: This is an example of the type of student projects the IBPO would like to help support with your donations. Also, anyone wishing to directly support the mural project can contact Ms. Greyson via www.HuskieIBPO.com.

IB Bulletin Board

Thank You to . . .

. . . Wendy Fryke, Patti Greyson, Reggie Lawlor, Smita Patel, and Pam Rafter for helping Ms. Simons with the students' Senior English orals.

. . . Suzanne LaRue and Smita Patel for preparing November's newsletter for distribution.

8th Grade Incoming IBers !!! (particularly those open-enrolling)

Contact the appropriate DCHS staff ASAP regarding activities you wish to participate in next year at the high school, especially sports and performing arts. Activities often begin during the summer, and some even this spring! Don't miss out on practices and rehearsals held before school begins.

JUNIORS—Final Extended Essay Workshop

The last of three extended essay workshops will be held during advisement on February 22—during both travel periods. Hear a brief overview of what the essay entails and receive an essay guidebooklet. Detailed requirements for each topic subject area will also be available for review.

SENIORS—Check Scholarship Opportunities!

The counseling office has many new scholarship postings on their board, including the Phillip S. Miller scholarship. Lots of opportunities are available that many are unaware of.

New IBO Website

The IBO website (www.ibo.org) has been completely redesigned to be more informative and easier to navigate. *Check it out . . .*

Attention All IB Photographers/Scrapbookers!!!!

The IB Leadership Council is working on the creation of an IB yearbook/scrapbook. They are looking for any student and parent photographers who are willing to take and submit photos of IB activities for the publication. Contact Mr. Fleet or Kate Spencer if interested.

IB Exam Proctors Needed in May

The IB Department uses many parents to serve as proctors during the IB exams held in May. Most of the exams are 2 hours long or less, and will be held off-site in the Castle Rock area. If you can help during the first 3 weeks of May (even for just one day), please contact Kit Bazley at kitbaz@wavmax.com. As the time nears you will be contacted to see which dates and times work with your schedule.

We Need Volunteers for Event Help

The parent group would like to provide a couple of May events for the students, such as "snack/relaxation areas" at the May exam site, and possibly a year-end program. Please contact Kit Bazley at kitbaz@wavmax.com if you can help!

The Past Three Years

by Lauren Fluhart '03

Imagine red brick walking paths, tall white columns, green grass, beautiful gardens and Virginian hospitality. Imagine a sea of orange t-shirts amongst pink sun dresses, orange and green ties and rainbow flip-flops all with their arms around each other's shoulders singing "The good ol' song" and cheering "Wahoowa! Imagine attending the top public school in America. Imagine the University of Virginia.

My decision to attend the University of Virginia is one that I won't soon regret. You may think the tall mountains and big skies of Colorado are impressive, but there is just something about walking around the grounds at the University of Virginia that even three years later blows me away. Maybe it's the sheer beauty of the university, or the oozing Virginia pride from every student you pass, or the saturation of history that's in every building I walk by. Thomas Jefferson is still alive today and he lives at the University of Virginia. As the founder of my university, Mr. Jefferson is idolized. His words are written all over the university. We even abide by his wishes to call "the area which we walk around in" as "grounds" as opposed to a "campus" because he thought this university was simply too beautiful to be referred to as a campus. And we still refer to ourselves as first years, second years, third years and fourth years as opposed to freshmen, sopho-

mores, juniors and seniors because TJ never thought you could be a "senior" in learning.

Everyone at Virginia wants to be here. Perhaps, that's what makes this school so distinct. It's almost as if we Wahooos just can't get enough of UVa. As Mr. Jefferson most eloquently stated, "Determine never to be idle...It is wonderful how much may be done if we are always doing." If this is not the de facto motto of our university, I don't know what is. You are simply not a Virginia student if you are not involved with some kind of on-grounds organization. In fact, this is one fact that clearly distinguishes UVa. And that is, that every single one of our organizations is student-run. We live under student self-governance, and sign an honor pledge at the end of every assignment and exam which is upheld by a student-run judicial committee. There are simply too many students who are genuinely obsessed with this school. In fact, one of the most sought-after and competitive activities on grounds is our University Guide Service. However, as much as I could spend the remainder of this article convincing you current and rising seniors to come to UVa, or simply experience college from somewhere else than Colorado, I want to share with you my favorite college experience--and it didn't even take place in this country.

I am a History and Spanish major here at the University and have just returned from a semester abroad at the University of Barcelona. I understand that the idea of studying abroad right now seems like forever and a day away, and I know you senior IB kids are just hoping that you can make it through the month of February alive, but seriously, just kind of tuck what I am about to tell you somewhere in the back of your minds...in that little

place we save for fun stuff!

Deciding to spend a semester in Spain was without a doubt the best choice of my college career. As much as I love UVa and thought that I couldn't bear an entire semester away from here, especially during football season (not that we're particularly good, only that tailgates and sunny Saturday games are just an amazing experience!), I decided to change my address to Barcelona, Spain. Barcelona sits on the northern coast of Spain known as Costa Brava in the Spanish province of Catalonia. I remember taking a bus tour around Barcelona the first Friday I arrived with my program and traveling to Montjuic. Montjuic is the current site of the Olympic village, but was originally the fortification of the city and to this day has one of the most magnificent views of the city sequenced between the Mediterranean and the mountains. I remember stepping off the bus and for the first time in my life understanding what it meant to have your breath taken away. Barcelona is cosmopolitan, it is historical, it is deeply prideful and it is a beautiful city. Palm trees line the main streets and plazas can be found throughout the city. It is a perfect size, being about one-third the size of Madrid with about two-thirds less trash. To say the least I was not impressed with Madrid, but you must go just to spend a day at The Prado.

The greatest part about spending a semester abroad, as opposed to just a summer, or just a vacation, is that you become part of the culture. I lived with a Spanish woman, I caught the Ferrocarril (aka the Metro) every day surrounded by hundreds of Catalonians, I went out dancing with Catalan girls, I stood at a bar and drank café next to a 75-year-old Spanish man, I ate bizarre but beloved Iberian ham....and I loved every moment of it! If someone handed me a plane ticket back to my life last semester, I couldn't pack my suitcase fast enough.

But, besides the dancing, besides the food, besides the traveling and everything else associated with sojourning in Europe, I was still a student. I attended class every day surrounded by students of all different nationalities and races. Perhaps this was one of my favorite memories of Barce-



Chris Muscato & Alex Tingle

lona – the university. As I walked among the students, I never felt like I was attending a Spanish university, but an international one. So many languages floating above my head like some sort of nebulous cloud, but finding commonality in the Spanish language. My closest friends were from France, from Sweden, from Japan, Albania, and Great Britain. All my classes were taught in Spanish, and while they were not nearly as challenging as my classes at Virginia, I don't think I've ever learned so much in four months as I did in Spain. In four months I learned a language, I learned a culture, I reaffirmed that the world is so much bigger than the University of Virginia, than the state of Colorado, than the United States of Amer-

ica, and I even grew up a little bit. (Many of my friends really grew up while I was in Spain, but for those that know me, I am grossly mature to begin with!)

Finally, what surprised me the most were the other American students in my program. I expected to go over to Spain and meet a bunch of interesting and fun international and Spanish students, but what I didn't expect was to fall in love with the people in my program. But in hindsight it makes sense. These people were just like myself. They were interested and cultured. We found a common bond in making the effort to study abroad and to force ourselves out of our comfort zones. Out of the hundreds of options of locations to study abroad we all called

Barcelona home for the fall of 2k6. While I only spent four months with these people, they are some of the closest friends I have and everyday I miss them dearly.

Do I regret not being at Virginia last fall? Not at all. While it would have been awesome to see The Rolling Stones at our football stadium, I was in Spain. While it would have been fun to see Jason Mraz in concert too, I was in Spain. And while it would have been unreal to feel the uncontrollable energy in Scott Stadium after Virginia beat FSU, I was in Spain. I was in Spain, I was in Barcelona. I was in Florence, Venice, Geneva and Zermatt, Switzerland. I lived there. I spoke their language. And I cannot wait to go back.

Extracurricular Activities and IB — *Is There Time???*

Contrary to popular belief, IB students generally are involved in a variety of extracurricular activities, both at DCHS and in the community. A recent survey of our junior and senior students (with an 87% response rate) determined that the IB students still were able to be active outside of class!

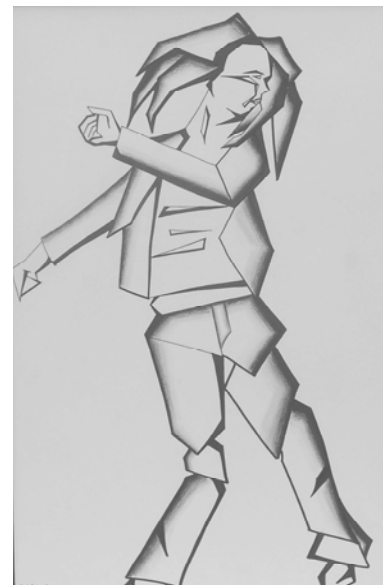
The activities cited on the right do not include other non-school-related activities these students are involved in, such as church and youth groups, outside musical/drama organizations, Girl/Boy Scouts, Explorers, 4-H, music lessons, cultural societies, and a myriad of volunteer organizations.

- ... 44% hold a paying job
- ... 77% belong to one or more (often many more) clubs at DCHS
- ... 20% hold officer positions in those clubs
- ... 52% participate in one or more sports (13 different sports)
- ... 20% participate in either band, choir and/or orchestra at DCHS
- ... 18% participate in drama at DCHS



Camille Kurreck '07

Kurt Quidachay '07



IB
Art
Gallery

Don't Children Die of AIDS Anymore?

by Megan Quilliam '07

In the Denver Post on Sunday, September 25th of 2005, I read an article on AIDS written by Charles Ornstein and Daniel Costello that stated, "These days, given advances in HIV care, it's highly unusual for any young child to die of AIDS." This may be true in a First World country such as the USA today, but an unqualified statement like this is far from true in a Third World country such as South Africa. What these journalists failed to mention is that hundreds of thousands of children die every day from HIV and AIDS infections throughout the Third World. In 2002 alone in South Africa, 56,250 children under the age of 15 died from AIDS. Six million people are expected to die from AIDS in the next 10 years. By the year 2010, the average life expectancy in South Africa will be about 36.5 years old.

In 1989, the same year I was born, a boy named Xolani (Peace) Nkosi Johnson was born in a small settlement near Johannesburg. His mother was HIV-positive, and passed the virus on to her unborn baby, as is becoming increasingly common. As a young boy he had already achieved something not a lot of AIDS children get to do – he lived past his second birthday. When it was clear that his mother was not able to fully take care of her son due to her illness, he was adopted by then volunteer worker Gail Johnson. At this time, doctors told Gail that Nkosi would live only for a few months longer. Nine years later, due to the dedicated and extremely good care and love that he received from his adoptive mother, and his sheer will to live, he had become the international symbol for AIDS.

In 1997, the same year that his birth mother died of an AIDS-related illness, Gail tried to have Nkosi enrolled in a primary school in a comfortable white suburb of Johannesburg. Because of his HIV-positive condition, they were met with strong opposition. After going public with her case, Gail made it increasingly obvious that the South African government had insufficient rules for allowing

equal education to HIV-positive children. Johnson eventually won her case, and Nkosi was allowed to attend Melpark Primary School. In that same year, Gail founded Nkosi's Haven, a center that cares for HIV-positive mothers and their children.

"I feel I am going
to die quickly,
like my mother died,
very soon.
But at least she got
to be a grown up.
I hate having this disease."

—Nkosi Johnson

In July of 2000, Nkosi addressed the World AIDS Conference in Durban, South Africa. He spoke about the impact of AIDS on child mortality. "I hate having AIDS because I get very sick and I get very sad when I think of all the other children and babies that are sick with AIDS. I just wish the government can start giving AZT to pregnant HIV mothers to stop the virus being passed on to their babies. Babies are dying very quickly." Nkosi Johnson collapsed on December 29th, 2000, while visiting Nkosi's Haven. On International Children's Day, June 1st 2001, after being in a coma for five months, he died. He was 12. Nkosi's story is documented in the newly published book by ABC News' Senior Correspondent, Jim Wooten, entitled *We Are All The Same*.

Nkosi Johnson's message to the world highlighted the failure of the South African government to provide essential drugs, healthcare, and education to its people infected with HIV and AIDS. Thabo Mbeki, the current president of the country, has earned the dubious distinction of publicly stating that he believes there is no scientific connection between the HIV virus and AIDS. He and his Minister of Health, Dr. Manto Tshabala-Msimang, have turned down offers from

private companies and First World countries, such as the USA, for free anti-retroviral medications. In fact, news from family members in South Africa informs me that this health minister is promoting the use of herbs and healthy eating habits as being a cure for the HIV virus.

South Africa's history of apartheid and lack of education for the masses put the country in the position of having the worst AIDS statistics in the entire world. In some parts of the country and for some segments of the population (mostly women in their child-bearing years), the occurrence of the HIV virus is 38%. This means that almost everyone that I know knows someone with HIV infection or who has died from AIDS. It also means that for cities comparable in size to Denver, like Johannesburg, population forecasts are negative for the next 10 years. Problems for cities like this are not exponential growth, as would be expected, but finding space for cemeteries and providing social services and education for infected people and for AIDS orphans. In 2010 it is estimated that in some parts of South Africa, 70% of total deaths will be attributed to AIDS. There are a huge number of children who, at the age of 10, have become heads of households because their parents have died from AIDS. These children are not sufficiently educated or in any position to provide for the needs of their younger siblings, many of whom are infected themselves and do not receive the love and high-class care that Nkosi Johnson received, making their life expectancy dramatically decrease. It is irresponsible for Denver Post journalists to report that no child dies from AIDS anymore.

References:
www.avert.org
www.hst.org
www.joburg.org.za

Kudos to the Kids

IBers are typically the school's 'nerds.' We can all picture them in our heads: glasses, big hair, and pocket protectors. But what if they could play the clarinet and be the second chair in the all-state orchestra? Or receive the full ride scholarship to a school in Germany granted to only one student per continent?

Hopefully, their accomplishments can compensate for their nerdy appearance. Most IB students do not realize that attached to that rolley-backpack are abilities that have been developing for many years. The great thing about IBers is that they're too modest to boast of their achievements, and would rather keep the glory to themselves.

Unlike the recent athletes who, when presented with a scholarship opportunity, openly signed their names in public display, Lauren Greyson, an IB senior, humbly admits the rumor's true: she recently received a scholarship to the International University Bremen (IUB), Germany. One student is chosen per continent. When speaking to Lauren, she blushed and asked, "Where did you hear that?" She was particularly red when I told her Mr. Fleet had told the entire second period Junior IB Euro class her accomplishment. Lauren's modesty is most unexpected, but admirable.

Also humble, Cody Monroe, IB junior, humbly admitted his achievements. Be-

ing an IBer on the football team is always unique. Being an IB, football-playing clarinetist? Now, that's just different. Cody is one of the two clarinetists chosen for the Colorado All-State Orchestra. And he still manages to do his homework and maintain a 3.7 GPA.

On the other end, we see a few students overly willing to share their endless accomplishments. Bekah Knappe, an IB junior, was overjoyed to share her activities. Most notably, Ms. Knappe plays competitive, college-level rugby. She's generally seen with multiple head-sized bruises, and lost a large portion of the nerves in her leg sophomore year. This year Bekah finds herself on the prom committee, co-president of the Katrina Connection, an NHS and FBLA member, still playing rugby, having a steady 2-year relationship (with a 'non-IBer'), and maintaining an average 3.5 GPA. The most notable aspect of Bekah is her crazy, happy attitude. Even when all of IB is flustered with an IA or oral presentation, Bekah is daily seen skipping to her classes with a large smile upon her face, and basking in her school pride.

Given, smiles can be seen on any IBer's face. Enthusiasm is admirable in any student who spends over 5 hours a night doing homework, especially if that smile is on the face of a 15-year-old. IB junior, Tyler Beebe, has been offered a

significant scholarship from the University of Southern California. Tyler says his parents are willing to support him, and that the decision is his: to be a 16-year-old college freshman or complete his last year of high school. Tyler also competes in Lincoln Douglas debate on the DCHS speech and debate team. He has won a handful of awards, including a first-place trophy. Obviously, age is no factor in achievement, and Tyler has proven that. He's just another example of outstanding achievement.

Achievements are seen in high school on a daily basis, but recognition of each achievement is impossible. Our students' actions are motivated by their desire to succeed--as is any person who achieves things. The students mentioned did not accomplish their achievements for recognition. Recognition is not the motivation of the majority of IB kids--but it is still deserved.

IB students have accomplished things beyond count, and only four have been addressed here. So, IBers, do you know where your fellow classmate is going to college? What did that kid who sits next to you in science do this weekend? Recognition does not have to be school-wide, but it's always comforting to know that your accomplishments can be acknowledged and admired.

—Madi LaBorde '07

Parents, students and staff:

*Please help us recognize the IB kids in this new regular feature by submitting their accomplishments to Renee Kurreck
bgump@comcast.net !*

National Merit Finalist

Millie Mays

All-State Choir

Keith Ellington

All-State Band and Orchestra

Cody Monroe

Continental League Honor Concert at Boettcher Hall

(14-school league)

Orchestra

Kelly Hutton (11) *viola*
Madeleine Jeppson (10) *cello*
Stephen Kissler (9) *violin*
Cody Monroe (11) *clarinet*
Jared Quan (12) *viola*
Lilia Rabia (10) *violin*

Band

Sarah Johnson (12) *French horn*
Sheridan Monroe (9) *clarinet*

Choir

Keith Ellington (11) *tenor*
Acadia Yondorf (10) *alto*

HUSKIES of the MONTH

Chosen for improvement or contribution to the school, an unselfish act or significant academic or character growth

August	Kelsey Moser (11)
September	Amanda Osborn (9)
October	Gage Parrott (9)
November	Regan Brown (9) Lauren Beane (10) Eric Ziskin (11)
December	Jordan Brown (9) Aaron Bercelli (11)
January	Shane Becker (11) Isla Schanuel (12)

IB Calendar

February

- 17, 20 NO SCHOOL
- 22 Junior Extended Essay Meeting (Advisement)
- 22 CAS Workshop for Seniors (Advisement)
- 24 CAS Workshop for Juniors (Advisement)
- 28 College Night / Junior Night
(6:30 p.m., DCHS Auditorium)

March

- 1 Senior CAS Books Due!
- 1-4 Play "Girls of the Garden Club"
- 3 NO SCHOOL
- 8 Parent / Teacher Conferences (4 - 7:30 p.m.)
- 13-16 CSAPs (9th -10th only, late start for 11th-12th)
- 16-18 Play "One Flew Over the Cuckoo's Nest"
- 18 Denver Spring College Fair (DU, 1-4 p.m.)
(150 colleges and universities)
- 27-31 SPRING BREAK

April

- 3 School Resumes
- 3 Junior CAS Books Due for Review!
- 7 IB Dance Concert
- 8 Caberet Concert
- 14 NO SCHOOL
- 26 ACT at DCHS for Juniors
(7:20 a.m., late start for 9th, 10th, 12th)
- 29 PROM

May

- 2-23 IB Exams
- 22-24 DCHS Final Exams
- 25 Graduation

Next Newsletter

Deadline:

April 4, 2006